

Chillout Here!

D103 SPB 0908

SUPPORT NOTES

Issue 3

Introduction

Updates since the previous issue are indicated by a vertical line in the margin.

These notes should be read in conjunction with the Chief Moderator's Report for D103 which offers feedback on the most recent moderation series.

Before tackling the SPB, students should have acquired the appropriate ICT skills, knowledge and understanding as specified in the 'What You Need To Learn' and 'ICT skills' sections of the Unit 3 specification.

The D103 SPB 0908 is valid for moderation in May and December 2009 and in May and December 2010.



Section 1: Using the SPB

Access and Navigation


The SPB is a complete, integrated digital publication and is intended to be accessed on-screen. Although it may be useful to print off sections for reference purposes, students may be disadvantaged if they do not work from the interactive onscreen brief.

Although the links in the navigation bar are roughly in sequence, students should be reminded that one task often depends on one or more other tasks and they should make use of the interactive nature of the brief.

Where more than one page relates to a main task (such as the eportfolio), they appear as a submenu from the main link.

The symbol  at the top of each page allows students to print the page. A new feature is indicated by the symbol  which allows students to listen to the contents of the page. This feature will be activated once the feedback period is over.


Mark Alerts


Indicated by the symbol , each Mark Alert is a series of questions with tick boxes. Clicking the symbol opens another web page and students may tick the questions onscreen or print the list and complete on paper. Students should check that they can tick each box to help them ensure that they have met the requirements and that their work is fit for purpose.


Section 2: What, where, who?

What evidence is required?

Students do not need to submit evidence of everything they do during their work on the project.

The symbol  indicates a task to be done.

The symbol  indicates a stage where evidence must be saved for the eportfolio. There is also a checklist document attached to the first eportfolio page.

Students should not be tempted to omit tasks which are not preceded by the  symbol as they are crucial to success. A good example is an instruction to test a product. It is not, however, necessary for students to write long commentaries explaining how they achieved each task.

Students must ensure that they present the products as clearly as possible. Moderators will view eportfolios on screen and will not be expected to print paper-based publications. However, the centre assessor may wish to include comments relating to the effectiveness of these publications in their record sheets.

Copyright

This SPB provides students with the opportunity to create all the publications using only primary sources.

Where secondary sources are used, students should use only copyright-free materials.

It is generally the case that suitable elements can be obtained from primary sources.

The Moderator's Toolkit

The Moderator's Toolkit specifies the readers and players that all moderators will have available. It is each student's responsibility to ensure that their eportfolio only includes files which can be read using the toolkit.

Some support documents are supplied as .rtf files. If students have made use of these documents, they must be converted to an acceptable file type for inclusion in the eportfolio.

The Moderator's Toolkit is published on the DiDA micro-site. It will be updated when necessary.

What additional resources are provided?

There are a number of files provided with the SPB, accessed via links within the brief. Where a task requires use of a file, for example the planning template, students should save a copy to their user area before continuing.

Where does the work have to be carried out?

Work on the products themselves must be carried out within the controlled environment and the teacher must be able to authenticate each student's complete eportfolio with confidence.

However, there is much that can be done away from the controlled environment including:

- reviewing and updating the plan - students may not have time during the lesson to add comments but should be encouraged to do so while it is fresh in their minds
- researching appropriate sources of elements, keeping records of where each was found and how it could be used
- initial design of products and feedback from others on these designs
- prototyping of own, or others' products - gathering feedback from test users so that products can be improved where appropriate
- answering questions in the review document
- updating the elements table

Who can help?

It is expected that students will generally be given support and guidance by teachers at this level. This support might take the form of prompts to get feedback at an appropriate time in the development of their project; it might even be pointing out who are appropriate test users or reviewers of the products being produced. The amount of guidance must be taken into account when assessing the work.

The scaffolding documents are provided to assist students but it is anticipated that teachers will help students in their use of these documents, to enable them to get the best from them.

Test users should be asked to try out and comment on products under development and this should be viewed as an ongoing process. Students should not wait until products are complete at which point they will be unable to take advantage of any suggestions for improvements.

Test users can be peers, teachers or other adults who can offer constructive feedback.

Reviewers comment on final products and the eportfolio, and these comments will be used in the final review. It is helpful to gather reviewers' feedback as products are completed.

Reviewers should also be asked to comment on the student's work on the project as a whole.

Time should be allocated on the plan for gathering and responding to test user feedback and for gathering reviewer feedback. Students should check when suitable test users and reviewers are available for comment before including them in the plan.

Section 3 Tackling the SPB

The scenario

This project focuses on the design of a 'chillout' zone - a room or area of a room where individuals and groups can take time out. As well as a floor plan and elevation, students must produce designs for wallpaper (pattern design and patterned elevation), a cushion cover and a screensaver. They must also show how their zone would look by updating the plan with a layout of furniture. The project allows students to be creative without requiring artistic flair. All products are linked by a common theme which is chosen by the student, as is the target audience.

Planning

Teachers should use the planning notes provided and work with the students to produce a workable up-front plan.

The plan should allocate time to main tasks and include other information indicated in the planning notes.

Interim checkpoints should be included on the plan when students will discuss progress-to-date with their teacher and make any adjustments that are necessary.

The eportfolio checklist indicates that an initial plan should be included as well as a final plan (the result of completing the ongoing plan on a regular basis). Interim plans should only be submitted if they are really needed for clarification.

Using the plan

Students are required to make a copy of the initial plan for use throughout the project. They must log their progress at the end of each session by adding comments to this ongoing plan (or keeping a separate project log). They should also record the date each main task is finished.

Reminders to update the ongoing plan and to add comments appear throughout the brief.

Gathering elements

Students will need to gather a variety of elements for use in their products. Some of the elements may be used in more than one product.

Students should be quite clear about the need to use only copyright-free material from secondary sources.

An elements table is required where students must fully acknowledge all sources, both primary and secondary. Students should be reminded that search engines such as Google should not be cited as sources.

They should be advised to complete the first section of the elements table with details of all items they might use but that they only need complete the remaining details (columns shaded grey) for those they actually use in products. Where more than one item is from the same source, they only need to record details of the source once.

Teachers should offer guidance or encouragement where necessary to ensure that students have all the information they need to create products that are fit for purpose.

Project review

An outline project review is provided. This consists of a series of questions about each product and other areas of the project. Students should be guided to answer relevant questions about products at appropriate points and to complete the review by answering the End-of-Project questions. This approach enables students to work on their review throughout the project rather than leaving it all until the end. Students should be encouraged to answer each question as fully as possible.

Section 4 The Products

General

The graphic products required are a pattern design for wallpaper, an elevation showing the pattern design, a cushion cover, a screensaver and a floor plan which includes the layout of furniture.

Before working on these final products, students are required to produce a plan and elevation of their chosen area for the Chillout zone.

Students should create a Chillout folder (with sub-folders as required) to store all the products as they go along. They should create additional folders for supporting evidence.

Students may wish to create initial designs by hand using pencil and paper, but must be clear that all the products must be created using digital tools. It is, of course, acceptable for students to use software and the mouse to draw freehand.

The proposal

Students must complete the outline proposal and gain approval from the teacher before continuing.

Students must clearly identify their target audience. This may be a peer group or a group from another age range. Students should bear in mind the need to get feedback from test users able to represent the target audience.

Since it runs through the entire project, it is essential that students identify a theme which interests them and will appeal to the target audience. This really can be anything that will allow them to produce creative designs for their zone.

The zone may be a complete room or take up one area of a room. It must include at least one door or window and should be big enough to accommodate furniture and the target audience.

An indication of the proposed designs is required at this stage.

Design log

The design log is an essential part of the eportfolio and adequate time should be allocated to it on the plan. The information is particularly useful in the assessment of strands b and c.

Students are required to use the design log to show the development of a design from initial ideas to finished product. They should also show how testing, acting on feedback and refining their designs influenced the finished product. Annotated images should be used wherever possible to clarify designs and decisions.

Students should also use the design log to record the software used in the development of each product and to identify the use of bitmap and vector tools.

Any suitable software may be used to create the log. Students are reminded to update it at various points in the project.

Draw it

The initial floor plan and elevation must be submitted as supporting evidence even though they do not appear in the list of final graphic products.

IF THE INITIAL PLAN IS MISSING, ASSESS USING THE UPDATED FLOOR PLAN.**IF THE INITIAL ELEVATION IS MISSING, ASSESS USING THE PATTERNED ELEVATION**

They must be drawn using the same scale and show scale and dimensions. Students **MUST** use vector tools to create the outlines.

The floor plan should clearly indicate all doors and windows.

The elevation must show one of the walls in the zone and must include at least one window or door. It is not necessary to draw any other walls.

Pattern design

It is crucial that students understand that the pattern must be designed to repeat horizontally and vertically. They are not required to check that it will work on standard wallpaper strips. They should be encouraged to look at existing wallpaper designs and links to a number of examples are provided.

Students should be clear that the pattern must be created using only digital tools (vector and/or bitmap). Students may wish to create initial designs using pencils and paper but it is not acceptable to scan these drawings and use them in the final product. No credit will be given for hand-drawn designs or elements.

The pattern will need to be repeated to 'paper' the elevation in the following task. Students should expect to spend some time ensuring that the pattern design is fit for purpose.

Paste it

The pattern design **MUST** be the same scale as the elevation for this task. Students should paste repeats of the pattern onto the elevation, cutting to fit where necessary.

It should be clear how the paper fits around the door or window. This can be achieved by cutting the design around the opening, or by placing the door/window on top of the 'paper'.

Cushion cover

This design does not have to be to scale but the shape and cover design should be clear. As with the other products, the design should reflect the theme of the zone.

Screensaver

Students must create two screens which will display alternately. The screens must meet the given requirements but students are free to design layout and choose appropriate content. The photos for the second screen must be taken and edited by the student but they may decide how many are required. They should be creative with the photos using techniques such as cutting and fading as appropriate.

Any suitable software may be used to create the screensaver, which could be a movie, an animation or a slideshow. It should be 'implemented' so that the moderator can view the scrolling sequence.

The annotated thumbnails are required in order to give students credit for their use of graphic tools to edit and prepare the images.

Updated floor plan

The original floor plan must be updated to show an aerial view of the zone in use, including the flat screen and some cushions. Students may wish to add additional items to complete the layout of the zone but should ensure that these are appropriate. This updated version of the plan should be saved as a final product.

Section 5: The eportfolio

The maximum size for the eportfolio is 25MB.

Any suitable software may be used to construct the eportfolio but it must be viewable using the Moderator's Toolkit.

Students should ensure that they provide working links to all the specified items of evidence even when the eportfolio is viewed on a standalone machine. If students have access to a standalone computer which only has the Moderator's Toolkit installed then they will also be able to check that their eportfolio conforms to the technical specification.

There must be an easily recognisable home/index page in the main folder. This should include student name and number, centre name and number, SPB name and level. It must also indicate the browser used to test the eportfolio.

Students should try to create a showcase for their products, incorporating graphical elements where appropriate. They should, however, avoid inappropriate elements which are not relevant to the audience and purpose.

Students should allocate sufficient time to the design of the eportfolio, aiming for consistency of presentation and good layout using colour schemes that are conducive to on-screen viewing. They should introduce evidence with helpful comments.

There is no need to include evidence of testing the eportfolio. It should be possible to infer that testing has occurred and to judge its effectiveness by the quality of the product.

There is a link to an eportfolio checklist which includes all of the items that students should include. Additional items should only be added if these are necessary for assessment to be effective. Students should be guided to remove redundant and duplicated work before submission.